

# Linking Leadership to Instruction

## Appendix B Sample Leadership Curricula

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**LEADERSHIP**  
for the 21st Century

# **Fairfax County Public Schools Leadership Course Program of Studies**

In 1995, Fairfax County Public Schools created a program of studies for a high school course in leadership studies. The purpose of the program of studies is “to empower teachers to plan and provide engaging learning experiences that will enable students to measurably acquire leadership attributes that they can use to serve their school and community.”

The *Leadership Course Program of Studies* addresses many topics related to the development of leadership. Main content areas include Understanding Leadership, Assessing Individual Leadership Style and Skills, Planning and Organizing, Communication Skills and Techniques, Positive Relationship Building, Problem Solving and Decision Making, Personal Wellness and Image, and Community/School Service. Included with each of these topics are notes and sample teaching activities to assist teachers in planning and delivering lessons.

An excerpt from the *Leadership Course Program of Studies* has been included here to give the reader an idea of the variety of strategies “that can be used effectively within the context of a leadership course.” The full document may be borrowed from the CTE Resource Center Library. Request by e-mail at <mailto:library@cteresource.org>; by fax to (804) 673-3798; or by phone to (804) 673-3778. Please include your name, mailing address, school, phone number, and the library call number (SP170.024).

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# Leadership Training

The following content topics are to be included during the teaching of the leadership course. The teaching sequence, depth of coverage, and methodology will be determined by the teacher.

- I. Understanding Leadership
  - A. Definitions
  - B. Theories
  - C. Characteristics
  - D. Roles
  - E. Role Models
- II. Assessing Individual Leadership Style and Skills
  - A. Self-Assessment
  - B. Personal Goal Setting
- III. Planning and Organizing
  - A. Goal Setting
  - B. Project Planning, Record Keeping, and Delegating
  - C. Evaluating Project Outcomes
- IV. Communication Skills and Techniques
  - A. Oral Communication
  - B. Active Listening
  - C. Written Communication
  - D. Graphic Communication
  - E. Visual Communication
  - F. Parliamentary Procedure
  - G. Public Relations
- V. Positive Relationship Building
  - A. Team Building
  - B. Motivation
  - C. Affirmations
  - D. Conflict Resolution
  - E. Prejudice Reduction
- VI. Problem Solving and Decision Making
  - A. Personal Styles
  - B. Group Styles
  - C. Reaching Consensus
  - D. Methods and Models
  - E. Ethical Dilemmas
- VII. Personal Wellness and Image
  - A. Personal Image
  - B. Personal Fitness
  - C. Nutrition
  - D. Stress Management
  - E. Time Management
  - F. Personal Values
  - G. Self-Esteem
  - H. Compulsive and Addictive Behavior
- VIII. Community and School Service
  - A. Record-keeping Forms
  - B. Service Log

# Instructional Issues

Student motivation and achievement are enhanced by selecting instructional strategies that are matched to the lesson objectives and learning styles. A broad repertoire of instructional strategies will permit the teacher to engage and sustain student interest and provide for the needs of auditory, kinesthetic, visual, and tactile learners.

The following is an alphabetical list of strategies that can be used effectively within the context of a leadership course. This section contains a brief description of each strategy followed by concrete examples.

1. Action Log
2. Contract
3. Cooperative Learning
4. Case Study Method
5. Ethical Dilemmas
6. Fishbowl Technique
7. Hemlock Overlook (George Mason University, Center for Outdoor Education)
8. Incidence Chart
9. Interviews
10. Journal Writing
11. KWL
12. Mentoring
13. Panel
14. Planning Matrix (PERT Chart)
15. Portfolio
16. Problem-Solving and Decision-Making Scenarios
17. Project
18. Quotations
19. Research Paper
20. Retreat
21. Role Playing
22. Self-Assessment
23. Simulations
24. Speakers
25. Special Events
26. Videotaping
27. Visual Organizers (Concept Mapping)

# Instructional Strategies

## 1. Action Log

Used in the format of a diary to record daily progress toward the completion of a task or project. The student uses the information for record keeping, and the teacher uses the information to evaluate student progress.

An example of a student in leadership class using an action log would be asking each student to keep a daily log of everything he or she does to complete an assigned responsibility related to planning and implementing a school activity.

## 2. Contract

Used to specifically identify student expectations and to evaluate student progress.

### *Sample Leadership Class Grading Contract*

I, \_\_\_\_\_, have selected the following activities to complete during this quarter. I understand that if all assignments are completed on time and meet the project standards identified by the teacher, I will receive the grade of \_\_\_\_.

### *Grade Expectations for a Grade of A*

1. Fifteen hours of school and community service to be completed as follows:
2. Position paper defending or refuting the statement "Good leaders are born, not made." To be completed and turned in by \_\_\_\_\_.
3. Quality participation in class discussions.
4. Serve as chairperson of the class or SGA \_\_\_\_\_ Committee and complete all duties as assigned.
5. Read and mind-map concepts from three chapters of interest in the class set of leadership resource books or in other sources preapproved by the teacher.
6. Pass each quarter with a score of 90 or better.

### *Grade Expectations for a Grade of B*

The teacher would modify the contract for students wanting to earn a B by decreasing the amount of reading, requiring committee membership rather than chairmanship, and requiring a student to achieve a score of 80 or better.

## 3. Cooperative Learning

Used to foster collaboration and team building and to provide diversity of skills, knowledge, perspectives, and attitudes to achieve a specific objective.

An example of a cooperative learning activity in a leadership course would be to assign groups of four or five students to design activities for inclusion in the next school leadership retreat. Each group would be required to work together to determine the name, purpose, description, materials, costs, participants, space, planning, implementation responsibilities, and a method of evaluating the success of the activity. The teacher would then evaluate the cooperative learning process and the process outcome.

## 4. Case Study Method

Used to foster collaboration, critical thinking, problem solving, and decision making. Students work with realistic problems, which are described in vivid detail, to help students understand the full complexity of the issue or problem being studied.

Students work in cooperative learning teams to:

1. Analyze the problem and its inclusive issues.
2. Brainstorm and research recommended solutions.
3. Critique, through group discussion, the feasibility and value of each proposed solution.
4. Determine, based upon the facts in the case, recommended solutions or actions that can be supported.
5. Present the case and recommended solutions to the class, using oral and visual methods.

The following criteria should be used by the teacher for selecting cases for student study:

1. Involve dilemmas of broad student interest that surround interpersonal relationships.
2. Require examination of values, attitudes, knowledge, and beliefs.
3. Permit a variety of possible courses of action rather than one correct solution.
4. Enable students to feel some identification with the persons described in the case.
5. Ensure the case selected is engaging to students and relevant to the objectives of the course.

Additionally, the teacher should have enough background knowledge on the topic to serve as a discussion leader, consultant, and observer rather than a lecturer or subject matter expert. This method can be used to evaluate students' abilities to work as team members and to recognize, analyze, and solve realistic problems.

The following are examples of cases relevant to a leadership class.

**Case One:** A rumor is spreading around school that one clique of students active in student government is planning to sabotage the work of a rival clique within the group. They plan to pretend to cooperate with plans for the homecoming dance. They plan to assume major responsibilities and roles relative to the planning and then not to follow through on their jobs. This behavior is intended to make the rival clique, one of whose members is the chair of the homecoming dance committee, look incompetent and foolish. As a student government officer aware of this "plot," what actions should you take?

**Case Two:** You are the new chairperson of the student government nominating committee presiding at your second meeting. Agreement regarding officers has been reached, but it is difficult to select committee chairpersons because so many people want the jobs. One of your nominating committee members, Jessica, is pushing her friends. Tran wants his buddies to gain control of some of the committees, so arguing persists. Everyone is anxious to leave the meeting and go to other activities. Rob suggests putting all names in alphabetical order and counting down until all committee chairperson jobs are filled. As chairman, what can you do to restore a more objective, businesslike approach to the deliberations? Should qualifications rather than popularity play a role in selecting the chairs? What are some general characteristics a good committee chairperson should possess?

## 5. Ethical Dilemmas

Used to foster critical thinking about personal and group behavioral choices. Students individually, in small groups, or as a class develop a position in response to a fictional or real dilemma. These positions should be clarified to reflect the underlying value of the decision and its potential impact relative to personal and societal standards of conduct. Dilemmas often include issues of legality, liability, morality, "rightness," and perception of the degree of harm resulting from the resolution of the dilemma. Character traits are also involved when dilemmas involve issues such as honesty, integrity, responsibility, or forced-choice scenarios.

An example of an ethical dilemma appropriate for a leadership class includes the following:

Kyle is assigned to sell tickets for the school homecoming dance. He knows the sponsor and chairperson of his committee are unaware of the number of tickets on the roll he was given. Each ticket costs \$35.00. Kyle has two buddies whom he knows want badly to go to the dance but can't come up with the \$70.00 per couple. Kyle ponders what harm could come from his charitable act of giving two tickets to each of his buddies. No one would ever know. What should Kyle do and why? What character traits and values are involved in this dilemma?

## 6. Fishbowl Technique

Used to encourage verbal interaction among class members to explore issues and share opinions. Chairs are arranged in a circle, or students sit in a circle on the floor. One chair or space is intentionally left vacant. Students are assigned to sit in the inner circle. The other students sit to form an outer circle. Only the members of the inner circle may speak during the fishbowl activity. If a student in the outer circle wants to speak, he or she goes to the one vacant chair or space until they are tapped by another student from the outer circle who wants to take his or her place.

Ground rules should be established by the teacher to match the purpose of the activity. Examples of ground rules are:

- A student must state an idea and support it with fact or opinion; agree with a speaker and add supporting information; or disagree with a speaker and offer fact or opinion to refute it.
- No one may interrupt a speaker. No speaker may speak a second time on a topic until all persons wishing to speak on the topic have had a chance.

- The outer circle may be assigned to listen, take notes, and observe. If a person from the outer circle wishes to speak or ask a question, he or she must come forward and exchange chairs with a member of the inner circle.

The role of the teacher is to act as facilitator by posing the topic of discussion and, if necessary, asking open-ended questions, encouraging, harmonizing, clarify statements, and, in some cases, limiting statements. The teacher also establishes time parameters and notifies the group as the deadline approaches. After the discussion, the teacher helps students process the activity by asking the following questions: What surprised you about the discussion? Have you changed your mind, attitude, or belief about anything in response to the discussion? What things needed to change to make the fishbowl discussion more productive?

Using the fishbowl technique in a leadership class might involve working to reach consensus on any issue about which the class has strong differences of opinion, such as assigning community service as a requirement to receive a grade of A for the quarter, debating the question, “Who makes better leaders, men or women, and why?”, or observing and recording the communication techniques used by students in the inner circle (active listening, paraphrasing, clarifying, persuading, factualizing, etc.).

### **7. Hemlock Overlook (George Mason University, Center for Outdoor Education)**

Used as a team and confidence-building field trip. This facility provides physical cooperative challenge events. Call (703) 830-9252 for specific activities and reservation information.

### **8. Incidence Chart**

Used by students to record the frequency and attributes of specific behavior. Sample techniques and how they can be used in a leadership class:

- Direct each student in the outer (observing) circle of the fishbowl to observe and record every communication technique they see a person using during a ten-minute discussion. These would include using body language, using active listening behaviors, clarifying, presenting information, challenging an opinion, etc.
- Videotape a student speaking extemporaneously or making a 60-second commercial designed to enhance an opportunity for appointment to an imaginary leadership position. Direct the student to watch the videotape and to record observed behaviors on an incidence chart (the scoring rubric for the chart can be created by the class and the teacher) to evaluate the effectiveness of the presentation. Items on the chart might include the following: lengthy pauses, *uhs* and *aahs*, *you knows*, rapid speech, slow speech, mispronounced words, incorrect grammar, negative or positive body language, enthusiasm, etc.

### **9. Interviews**

Used to gather and enhance a student’s understanding for and appreciation of others’ experiences.

Examples of the use of interviews in a leadership class: require students to interview a student leader, an adult leader in the school, and a leader from the community to determine what skills, abilities, values, and attitudes they possess; their definitions of a strong leader; and who these individuals most admire as leaders and why.

### **10. Journal Writing**

Used as a tool to permit students to express in writing thoughts and feelings about topics relevant to a course. It requires the student to conceive of both learning and writing as meaningful processes to help students make connections between what they are learning and what is already known. Journal writings can be used to individualize and personalize instruction, stimulate discussion, start small-group activity, clarify hazy issues, reinforce learning, and stimulate student imagination.

Examples of the use of journal writing in a leadership course would be as a part of a required course notebook. Journal entries should be dated and students permitted to write both in and out of class. Journals should be collected and read periodically. As journals are read, personal comments should be made relative to the entries to promote teacher-student interaction and provide feedback.

Examples of journal assignments are:

- Respond to a statement such as, “Success comes in *cans* rather than *cannots*.”
- Express opinions such as, “What do you think is a fair way to assign committee chairpersons?”

- c. Convey knowledge and its application, such as, “From your reading and our class discussion, what do you think is the difference between self-esteem and self-confidence?”
- d. Express feelings such as “How do you feel when someone devalues an idea with a verbal put-down?”

### **11. KWL**

Used to determine what students already know (K) about a topic; what they would (W) like to know that they do not know about the topic; and what they have learned (L) about the subject following reading, research, activity, or presentation. This technique avoids re-teaching what is known, piques curiosity, and assesses new learning.

Examples of how the KWL strategy could be applied in a leadership class would be to learn about characteristics of effective leaders, parliamentary procedure, writing committee reports, or projecting a positive image.

### **12. Mentoring**

Used to enable experienced, skillful individuals to help those with less experience or skill. An example of how this strategy would be applied in a leadership class would be to assign each senior a junior or sophomore co-chairperson who would learn all about a committee responsibility in preparation for assuming that same role in the future.

### **13. Panel**

Used to present information and opinions based upon experience and expertise of those persons not available within the daily classroom and school environment. Examples of how panels could be used in a leadership class are: a corporate leader, a community leader, and a volunteer service organization leader discussing what experiences students should seek to advance their opportunities to grow as leaders or discussing the ethics of leadership; a fitness club worker, an image consultant, and a personal clothing shopper for a department store talking about “first impressions” of a leader based upon physical appearance, dress, posture, and mannerisms.

### **14. Planning Matrix (PERT Chart)**

Used as a tool to provide a visual representation of tasks to be accomplished, identify who is responsible for each task, and to establish deadlines. The PERT chart developed by the U.S. Navy is an acronym for Programming, Evaluation, Review Technique.

Students in a leadership class could develop a PERT chart to plan and implement any student government-sponsored event such as homecoming week activities, election of officers, or leadership retreat. This activity is specifically described in the “Planning and Organizing” section of this document.

### **15. Portfolio**

Used to provide a holistic in-depth picture of student achievement. Teachers can assess student progress, guide student learning, and motivate students who may prefer a collection of work as evidence of ability rather than standardized or other tests. Portfolios should contain work which is representative of all major course objectives and clearly depict authentic evidence of what the student knows and is able to do. Captions are attached to each document to describe what the document is, why it is evidence, and what it documents.

Examples of possible contents of a leadership student’s portfolio could include: artifacts which are actual examples of student work such as journal writings, planning documents, research papers, or completed projects; visual evidence such as photographs, videotapes, and attestations or written documents written by someone else about the student’s work; productions which are produced especially for the portfolio to demonstrate competence, such as a paper describing the value of being an officer in the school’s SADD chapter; teacher observations; and student self-evaluations.

### **16. Problem-Solving and Decision-Making Scenarios**

Used to practice logical, creative, and critical thinking. Examples of the use of these scenarios in a leadership class are as follows:

- a. The class can’t agree on the theme of the homecoming dance, so you, the teacher, stop the class and use problem-solving skills to determine a fair way to reach consensus and name the dance theme.
- b. Two committee chairpersons complain to the teacher that they can’t get anything done because committee members keep engaging in “side conversations” and do not cooperate. You, the teacher, gather the entire class together to determine a standard of expected behavior for committee meetings and consequences for non-compliance.



### **17. Project**

Used to permit students to display in-depth knowledge in a particular area. Projects generally occur over time and require specific skills and have a measurable, observable outcome.

The following are examples of appropriate leadership class projects:

- a. Plan and execute a presentation for eighth graders to stimulate interest in rising freshmen in extra-curricular student government and club-sponsored activities, and to identify students who become active.
- b. Sponsor a school-wide media campaign to foster pride in the school buildings and grounds, which includes a contest for the best suggestion to beautify the school environment.

### **18. Quotations**

Used as an impetus to motivate oral or written responses through class discussion or journal writing.

Examples of the use of quotations for a leadership class:

- Have students write a journal entry reacting to the quote, “Leadership is both a process and a property.”
- Hold a class discussion about the importance of having goals after reading the following passage from *Alice in Wonderland*: “Would you tell me, please,” said Alice, “which way I ought to walk from here?” “That depends on where you want to get to,” said the Cheshire Cat. “I don’t much care where. . .,” said Alice. “Then it doesn’t matter which way you walk,” said the cat. “So long as I get somewhere,” added Alice as an explanation. “Oh, you’re sure to do that if you only walk long enough,” said the cat.”

### **19. Research Paper**

Used to require students to apply many skills and abilities over the course of time to complete a relevant task. The process, tools, skills and outcomes can be evaluated by the student and teacher to determine needs for future learning.

Examples of research papers appropriate for leadership class assignments:

- a. Use computer databases to discover what articles exist in the literature about motivating volunteers to follow through on responsibilities and ways to recognize their achievements, and write a report for class distribution and discussion.
- b. Read and research the “Quality” movement and draw inferences regarding how concepts defining the quality movement can be applied in student government activities.

### **20. Retreat**

Characterized by a set of experiences in which the student leaders are isolated in a group for one or more days to set goals, plan and organize upcoming school year activities, learn and practice leadership skills, and develop positive working relationships with each other and significant adults in the school.

### **21. Role Playing**

Used to engage students by involving them in active dramatizations that require the players to take the perspective of another. Role players develop communications skills and portray differing points of view. The observers of the role play develop active and reflective listening skills, and they participate in follow-up discussions to express attitudes, values, ideas, facts and feelings based upon the role play. Role play enhances cooperative learning when students work in groups to develop characterizations by sharing different perspectives and behaviors to reach consensus. Role play is enhanced by following these simple guidelines:

- a. Write specific, concise objectives for the role play.
- b. Select situations which students perceive as pertinent and meaningful.
- c. Provide a secure classroom environment by setting ground rules which prohibit put-downs and make students feel free to take risks and make mistakes without negative consequences.
- d. Use videotaping to enhance analysis and evaluation of the role play for assessment purposes.

An example of a role play appropriate for leadership class students would be to assign small groups to develop a skit illustrating dysfunctional communication styles which block the ability of a group to reach consensus.

### **22. Self-Assessment**

Used to determine strengths and areas in need of improvement and to facilitate using strengths to good advantage in goal setting to improve identified areas.

Examples include the “Multicultural Self-Report Inventory” designed to help students measure their own beliefs about culture; the “Leadership Skills Inventory” designed to assess leadership competencies in seven categories; and the “Myers-Briggs Type Indicator” designed to identify basic preferences in people in regard to perception and judgment.

### **23. Simulations**

Simulation attributes are selected to be as close to “real life” or “perfect practice” as possible. The effectiveness of simulations will depend upon preparation, perceived student value and interest, and the ability of students to transfer learning from the simulation to future application.

Examples of a simulation appropriate to a leadership class:

- a. Simulate a student government school-wide election process by rehearsing the process first with leadership class elections.
- b. Prepare role behavior cards to simulate a town meeting in which a topic about which there are strong feelings is discussed, to allow students to practice conflict resolution skills.

### **24. Speakers**

Used to broaden student knowledge and perspective on any topic covered within the scope of the leadership course.

Examples of the use of speakers in a leadership course are as panel members, persuasive speakers, informative speakers, and role models. Speakers should be approved by the principal and non-controversial in their personal methods, language, or content.

### **25. Special Events**

Used to enable leadership class students to develop and practice leadership skills by serving the school and the community.

### **26. Videotaping**

Used as a teaching and learning tool to observe performance.

Examples of the use of videotaping in a leadership course would be to have students bring in short videotapes of a television personality who they believe models excellent communications skills; to videotape students making speeches or presentations to critique effectiveness; and to videotape the group process for future analysis. Videotapes provide valuable assessment data when used to evaluate continuous student progress.

### **27. Visual Organizers (Concept Mapping)**

Used as a tool to show in a graphic way how a concept is perceived by the learner. They may be used in many ways, from evaluating students’ prior knowledge to assessing learning of a content area. Before and after representations can show specific pre- and post-instruction concept meaning held by students and show gains made in cognitive understanding and illustrate meaningful learning. “Meaningful learning” refers to anchoring new ideas or concepts with previously-acquired knowledge. This strategy is a valuable assessment tool.

An example of concept mapping would require students to arrange concepts and main ideas, expressed as keywords or phrases, for the topic “Running a Student Government Meeting” or “Homecoming Dance Planning” in a hierarchy from the most general (superordinate) topics or categories (“Rules of Order” or “Music” in these examples) to the most specific (subordinate) topics or categories (such as “Adjournment” or “Contract for the Band”); draw circles or ellipses around the concepts; and connect the concept circles by means of lines or arrows to show relationship of subordinate concepts to superordinate concepts. The visual organizer, when complete, will show all parts of the whole (meeting or dance) and their relationship to one another in a way which provides significant information to the learner.

## Youth Leadership Initiative

The University of Virginia Center for Politics launched the national Youth Leadership Initiative (YLI) as its signature program in 1998 to combat the rising tide of apathy and cynicism many Americans -- and particularly young people-- feel toward politics and government.

Under the direction of Dr. Larry Sabato, Robert Kent Gooch professor of government at the University of Virginia, the Youth Leadership Initiative is a national citizenship education program designed to involve middle and high school students in the fundamentals of the American political process. YLI develops classroom resources and social studies course units that are specifically linked to Virginia's academic curriculum standards. Technology is a significant component of the Youth Leadership Initiative and the primary tool that enables YLI to link schools and students with their counterparts in every region of the state and throughout the nation.

The goal for the program is to rekindle citizen interest and participation in the American electoral process. To achieve this goal, the YLI couples academic excellence and cutting-edge technology with civic and community participation and leadership. Using high-tech resources, the Youth Leadership Initiative hosts online candidate forums, mock internet elections, an e-Congress, issue discussions, public town hall meetings, and community symposia.

For further information about how you and your school can participate in the Youth Leadership Initiative, please visit the YLI Web site (<http://www.youthleadership.net/>) or contact YLI toll-free at 1-866-514-8389 or email [ylhelp@virginia.edu](mailto:ylhelp@virginia.edu).

The following lesson plans are just a few examples of the many resources made available to teachers through this Virginia-based instructional Web site.

# Youth Leadership Initiative

## e-Congress



### Lesson Overview for YLI e-Congress

The YLI e-Congress is designed to provide teachers with the flexibility to complete the necessary activities during eight class meetings over a four-week period. The following descriptions briefly explain what your class will do during each of the eight lessons. Along with the daily descriptions, you will also find references to YLI- e-Congress lesson plans and resources posted on the YLI web site. These are designed to assist teachers as they guide students through the project.

**Day 0:** (optional) Using YLI Lesson 1 – Political Ideology Survey, students will determine where they fall personally on the political spectrum by analyzing their opinions of current political issues. Advanced students may also want to complete YLI Lesson 2 – Formation of an Ideological Spectrum that provides a more sophisticated understanding of the distinctions in political ideology.

#### Lessons Referenced:

- YLI Lesson 1 – Political Ideology Survey (optional)
- YLI Lesson 2 – Formation of an Ideological Spectrum (optional)

**Day 1:** Students will be divided into groups based on their political ideology and interests. The size of the groups may vary depending on the abilities of students in the class. Advanced students may work individually or in small groups whereas students needing more support may work as an entire class. Using YLI e-Congress Lesson 1 – Drafting a Bill, each group will brainstorm topics for legislation and choose one that surfaces as timely and relevant to their peers/ constituents. The teacher may choose to introduce the lesson using the YLI video, *Mission ImpossiBill?* Students are also encouraged to use the polling feature on the YLI web site to survey their peers about issues they feel need to be addressed during this administration and/or to contact congressional leaders using the YLI Town Square portion of the web site.

#### Lesson Referenced:

- e-Congress Lesson 1 – Drafting a Bill (required)
- e-Congress Lesson 2 – Corresponding with Legislative Leaders (optional)
- e-Congress Lesson 3 – Biases in Polling Questions (optional)
- e-Congress Lesson 4 – Student-Conducted Poll (optional)

**Resources Referenced:**

- e-Congress Video – *Mission Impossible!* (optional)

**Day 2:**

Students will begin researching and drafting legislation. Teachers may elect to use a variety of lesson plans to help students conduct research depending on time restrictions. Once students complete their research, they need to access the template provided in e-Congress Lesson 1 to craft their bill and place it in the required format.

**Lessons Referenced:**

- e-Congress Lesson 5 – Historical Background on Sample Legislative Issues (optional)
- e-Congress Lesson 6 – Evolution of Legislation for Sample Topics (optional)
- e-Congress Lesson 7 – Organizations That Support Specific Legislation (optional)

**Resources Referenced:**

- e-Congress Rubric – Rubric for teachers to use when assessing legislation (optional)

**Day 3:**

Each legislative group will distribute their sample legislation to the entire class. (This step will be eliminated if a teacher chose to write one piece of legislation as a class.) The class will then serve as the Authorizing Committee to determine which single piece of legislation they will submit to the YLI Hopper. During class on this day students will be guided to analyze each bill, debate their merits, suggest modifications and select one that surfaces as the strongest piece of legislation. Once they agree on a single piece, they will need to complete the Fiscal Impact Form and send both pieces of information to YLI through e-mail or regular mail. If students are participating in the structured portion of this game they will need to submit their bill by Friday, February 9.

**Lessons Referenced:**

- e-Congress Lesson 8 – The Merit of a Bill (optional)
- e-Congress Lesson 17 – Selling Your Bill (optional)
- e-Congress Lesson 9 – Fiscal Impact (required)

**Day 4:**

Once YLI receives legislation in the YLI e-Hopper, it will be assigned a number and sent to a specific “sub-committee” of the Appropriations Committee. You will be notified by the “Speaker’s Office” as to which subcommittee your legislation has been assigned. The subcommittees will then work on building consensus in order to get their bills passed by the entire congress. Discussions will take place during a two-week time period using the Appropriations Sub-Committee portion of the YLI web site. Students will logon at any point during the given period of time and express their concerns and views with other members of their sub-committee and exchange information until they have created legislation as a sub-committee that they want to submit to the House Floor.

**Lesson Referenced:**

- e-Congress Lesson 11 – The Cornerstones of Consensus (required)

**Resource Referenced:**

- Web site deliberations through the Appropriations sub-committee under YLI e-Congress (required)
- Web cast featuring an interview with U.S. Congressmen on strategies used to build consensus (optional)

**Day 5:** As teams within the sub-committees are attempting to build consensus with each other, they will also be challenged to meet the needs of special interest groups as it relates to their legislation. Some will be supportive of their bill, while others may encourage them to drop all parts of it. Students may also be informed of veto threats, media questions, concerns from political action committees, constituent backlash/support etc. The way they deal with each of these will impact the likelihood of the passage of their bill.

**Lesson Referenced:**

- e-Congress Lesson 11 – What are Outside Influences? (required)

**Day 6:** Each sub-committee will submit their final bill(s) to the House Floor. If changes have been made to pieces of legislation, students will need to make revisions and submit the Bill(s) in the required format.

**Lesson Referenced:**

- e-Congress Lesson 1 – Drafting a Bill (provides template legislation) (required)

**Day 7:** All students will need to review the bills on the House Floor and vote using the ballot on the YLI web site. Students will receive two votes during this process. One vote will most likely be cast for their personal legislation.

**Lesson Referenced:**

- e-Congress Lesson 12 – How to Vote on Bills? (required)
- e-Congress Lesson 13 – How to Analyze Bills Critically Before Casting Your Final Vote? (optional)

**Resource Referenced:**

- YLI e-Congress Ballot

**Day 8:** In the event that your legislation passes the YLI e-Congress, the White House will inform you of the President's decision on your legislation. Students and teachers will evaluate both the political process involved in passing a piece of legislation through the House of Representatives and the e-Congress game.

**Lesson Referenced:**

- e-Congress Lesson 14 – Evaluation of the Political Process to Pass a Bill
- e-Congress Lesson 15 – Evaluation of the YLI e-Congress game

**University of Virginia Center for Governmental Studies  
Youth Leadership Initiative**



## **Lesson 9: Significance of Individuals to a Movement**

### **Standards of Learning: History and Social Science**

World History and Geography 1500 A.D. to Present—WHII.13

Virginia and U.S. History—VUS.7, VUS.13

Virginia and U.S. Government—GOVT.16, GOV.17

Technology —12.4

**Student Expectations:** HS.4, HS.5, HS.6

**Purpose:** The purpose of this lecture is to explain to students that social and political movements, as large as they often seem, cannot take place without the leadership and example of individual participation. The overhead provided will use the examples of Frederick Douglass, Mohatma Gandhi, Cesar Chavez and Rosa Parks to illustrate this point.

**Key Words:**

nonviolent resistance	bus boycott
migrant worker	abolition
integration	segregation
emancipation	labor union

**Materials:** Make an overhead transparency of the visual provided.

**Procedure:**

1. Place the transparency on the overhead and use it to introduce students to four pivotal civil rights leaders. Use these four individuals to guide students chronologically through the civil rights movement.
2. Divide students into four teams and ask them to read primary sources provided for either Douglass, Chavez, Parks or Gandhi. (You may want to group students by reading levels since some documents are more complex than others.)
3. After reading the primary resources, students may answer “Bloomed” questions as a class, in small groups, or independently. Questions are tiered and designed to be distributed among students based on their learning styles or readiness levels.

## **The Significance of Individuals to a Political or Social Movement**



**Frederick Douglass**

**His tireless support of abolition influenced others, particularly Lincoln, to support freeing the slaves.**



**Mahatma Gandhi**

**His quiet manner and nonviolent resistance led to India's independence from Britain and later influenced Martin Luther King's protest tactics.**



**Cesar Chavez**

**His leadership of Mexican-American migrant workers resulted in a nationwide boycott of grapes and ultimately to a political respect for the Latino community in U.S. politics.**



**Rosa Parks**

**Her refusal to give up her seat to a white man on a Montgomery bus inspired a city boycott of the buses and more importantly sparked the civil rights movement.**



## Lesson 9 - Significance of Individuals to a Movement

### Primary and Secondary Support Materials

#### Frederick Douglass (approx. 1817 – 1895)

#### Excerpt from *My Slave Experience in Maryland*, a speech by Frederick Douglass before the American Anti-Slavery Society, May 6, 1845

“ . . . I ran away from the South seven years ago – passing through this city in no little hurry, I assure you – and lived about three years in New Bedford, Massachusetts, before I became publicly known to the anti-slavery people. Since then I have been engaged for three years in telling the people what I know of it. I have come to this meeting to throw in my mite, and since no fugitive slave has preceded me, I am encouraged to say a word about the sunny South. I thought, when the eloquent female who addressed this audience a while ago, was speaking of the horrors of Slavery, that many an honest man would doubt the truth of the picture which she drew; and I can unite with the gentleman from Kentucky in saying, that she came far short of describing them.

I can tell you what I have seen with my own eyes, felt on my own person, and know to have occurred in my own neighborhood, I am not from any of those States where the slaves are said to be in their most degraded condition; but from Maryland, where Slavery is said to exist in its mildest form; yet I can stand here and relate atrocities which would make your blood to boil at the statement of them. I lived on the plantation of Col. Lloyd, on the eastern shore of Maryland, and belonged to that gentleman's clerk. He owned, probably, not less than a thousand slaves. . . .

We don't ask you to engage in any physical warfare against the slaveholder. We only ask that in Massachusetts, and the several non-slaveholding States which maintain a union with the slaveholder – who stand with your heavy heels on the quivering heart-strings of the slave, that you will stand off. Leave us to take care of our masters. But here you come up to our masters and tell them that they ought to shoot us to take away our wives and little ones – to sell our mothers into interminable bondage, and sever the tenderest ties. You say to us, if you dare to carry out the principles of our fathers, we'll shoot you down. Others may tamely submit; not I. You may put the chains upon me and fetter me, but I am not a slave, for my master who puts chains upon me, shall stand in as much dread of me as I do of him. I ask you in the name of my three millions of brethren at the South. We know that we are unable to cope with you in numbers; you are numerically stronger, politically stronger, than we are – but we ask you if you will rend asunder the heart and (crush) the body of the slave? If so, you must do it at your own expense.

While you continue in the Union, you are as bad as the slaveholder. If you have thus wronged the poor black man, by stripping him of his freedom, how are you going to give evidence of your repentance? Undo what you have done. . . .”

Foner, Philip S. *Frederick Douglass - Selected Speeches and Writings*. International Publishers, 1999.

#### Additional sites to visit for information on Frederick Douglass

<http://odur.let.rug.nl/~usa/usa.htm> Original text from Frederick Douglass' autobiography

## **Mahatma Gandhi (1884 – 1941)**

**~ Two excerpts are submitted below. Excerpt one is briefer and more direct and may be easier for students with weaker reading abilities to digest. The second excerpt is to President Roosevelt and will be more challenging for students to read.**

<http://www.mkgandhi.org/sfgbook/index.htm>

425. The world is weary of hate. We see the fatigue overcoming the Western nations. We see that this song of hate has not benefited humanity. Let it be the privilege of India to turn a new leaf and set a lesson to the world. –IV, I66.

### **My Task**

426. In the past, non-co-operation has been deliberately expressed in violence to the evil-doer. I am endeavoring to show to my countrymen that violent non-co-operation only multiplies evil and that as evil can only be sustained by violence, withdrawal of support of evil requires complete abstention from violence. Non-violence implies voluntary submission to the penalty for non-co-operation with evil. –YI, 23-3-22, I68

427. I am not a visionary. I claim to be practical idealist. The religion of non-violence is not meant merely for the rishis and saints. It is meant for the common people as well. Non-violence is the law of our species as violence is the law of the brute. The spirit lies dormant in the brute and he knows no law but that of physical might. The dignity of man requires obedience to a higher law—to the strength of the spirit. I have therefore ventured to place before India the ancient law of self-sacrifice. For satyagraha and its off-shoots, non-co-operation and civil resistance, are nothing but new names for the law of suffering. The rishis, who discovered the law of non-violence in the midst of violence, were greater geniuses than Newton. They were themselves greater warriors than Wellington. Having themselves known the use of arms, they realized their uselessness and taught a weary world that its salvation lay not through violence but through non-violence. –YI, II-8-20, Tagore, 712.

### **~ Excerpt Two ~ Letter to President Roosevelt from Gandhi**

<http://www.mkgandhi.org/letters/index.htm>

Dear friend,

I twice missed coming to your great country. I have the privilege [of] having numerous friends there both known and unknown to me. Many of my countrymen have received and are still receiving higher education in America. I know too that several have taken shelter there. I have profited greatly by the writings of Thoreau and Emerson. I say this to tell you how much I am connected with your country. Of Great Britain I need say nothing beyond mentioning that in spite of my intense dislike of British rule, I have numerous personal friends in England whom I love as dearly as my own people. I had my legal education there. I have therefore nothing but good wishes for your country and Great Britain. You will therefore accept my word that my present proposal, that the British should unreservedly and without reference to the wishes of the people of India immediately withdraw their rule, is prompted by the friendliest intention. I would like to turn into goodwill the ill will which, whatever may be said to the contrary, exists in India towards Great Britain and thus enable the millions of India to play their part in the present war. My personal position is clear. I hate all war. If, therefore, I could persuade my countrymen, they would make a most effective and decisive contribution in favour of an honourable peace. But I know that all of us have not a living faith in non-violence. Under foreign rule however we can make no effective contribution of any kind in this war, except as helots. The policy of the Indian National Congress, largely guided by me, has been one of non-embarrassment to Britain, consistently with the honourable working of the Congress, admittedly the largest political organisation of the longest standing in India. The British policy as exposed by the Cripps mission and rejected by almost all parties has opened our eyes and has driven me to the proposal I have made. I hold that the full acceptance of my proposal and that alone can put the Allied cause on an unassailable basis. I venture to think that the Allied declaration that the Allies are fighting to make the world safe for freedom of the individual and for democracy sounds hollow so long as India and, for that matter, Africa are exploited by Great Britain and America has the Negro problem in her own home. But in order to avoid all complications, in my proposal I have confined myself only to India. If India becomes free, the rest must follow, if it does not happen simultaneously. In order to make my proposal foolproof I have suggested that, if the Allies think it necessary, they may keep their troops, at their own expense in India, not for keeping internal order but for preventing Japanese aggression and defending China. So far as India is concerned, we must become free even as America and Great Britain are. The Allied troops will remain in India during the war under treaty with the free Indian Government that may be formed by the people of India without any outside interference, direct or indirect. It is on behalf of this proposal that I write this to enlist your active sympathy. I hope that it would commend itself to you. Mr. Louis Fischer is carrying this letter to you. If there is any obscurity in my letter, you have but to send me word and I shall try to clear it. I hope finally that you will not resent this letter as an intrusion but take it as an approach from a friend and well-wisher of the Allies.

I remain,

Yours sincerely, M.K. GANDHI

## Cesar Chavez (1927-1993)

### Web site featuring biography on Cesar Chavez

<http://www.incwell.com/Biographies/Chavez.html>

### Web site including an interview with Cesar Chavez in May of 1970

[http://www.sfsu.edu/~cecipp/cesar\\_chavez/apostle.htm](http://www.sfsu.edu/~cecipp/cesar_chavez/apostle.htm)

An excerpt follows below.

**Observer:** ...*Why do you insist on non-violent means in this struggle?*

**Chavez:** Our conviction is that human life and limb are a very special possession given by God to man and that no one has the right to take that away, in any cause, however just. We also find that violence is contagious; It is uncontrollable. If we use it, then the opposition is going to respond in kind and it is going to be escalated.

Also we are convinced that non-violence is more powerful than violence. We are convinced that non-violence supports you if you have a just and moral cause. Non-violence gives the opportunity to stay on the offensive, which is of vital importance to win any contest. Suppose we are striking and the opponent appears to be getting the best of us and we resort to violence.

Then he will bring in other forces and one of two things happens: violence has to be escalated, or there is total demoralization of the workers. Non-violence works in exactly the opposite manner: when for every violent action committed against us, we respond with non-violence, we tend to attract people's support; we have a chance of attracting other people who are not involved because they are workers, but are involved because they have a conscience and because they would rather see a non-violent solution to things.

## Rosa Parks (1913 - )

~ Two excerpts are provided below. One introduces students to Rosa as she reflects on her life during a current interview and the other blends literature with civics as students study a poem about Rosa Parks by acclaimed poet Rita Dove.

### Interview with Rosa Parks (February 1997) An excerpt follows below.

<http://teacher.scholastic.com/rosa/rosatran.htm>

Have you ever faced something that you thought you couldn't stand up to? "I can't think of anything. Usually, if I have to face something, I do so no matter what the consequences might be. I never had any desire to give up. I did not feel that giving up would be a way to become a free person. That's the way I still feel. By standing up to something we still don't always affect change right away. Even when we are brave and have courage, change still doesn't come about for a long time."

Poem about Rosa Parks by Rita Dove

*Rosa* by Rita Dove

How she sat there,  
the time right inside a place  
so wrong it was ready.

The trim name with  
its dream of a bench  
to rest on. Her sensible coat.

Doing nothing was the doing:  
the clean flame of her gaze  
carved by a camera flash.

How she stood up  
when they bent down to retrieve  
her purse. That courtesy.

Dove, Rita. *On The Bus With Rosa Parks*. W.W. Norton and Company, 1999.

## **“Bloomed” Questions for Lesson 9**

### **Significance of Individuals to a Movement**

Questions are tiered and designed to be distributed among students based on their learning styles or reading readiness levels. All students are expected to answer the knowledge and comprehension questions and then the teacher can determine which students work with the remaining questions.

#### **Knowledge**

- What is the name of the leader you are studying?
- What cause is the leader championing?

#### **Comprehension**

- How does the leader feel about violent vs. non-violent intervention to promote his/her cause?

#### **Application**

- Given what you’ve read about this individual, how would he/she respond to today’s violence on television? Would he/she support censorship?
- Read the first amendment of the constitution. How would this individual interpret the first amendment as it relates to media violence?

#### **Analysis**

- Describe leadership qualities you admired in the leader you studied. Read background information on a second leader from this lesson and compare their leadership skills. How are their personalities similar? How are they different?
- Describe life experiences that inspired the leader to fight for his/her cause.

#### **Synthesis**

- Think about the leadership qualities each of these individuals possessed and their unique life experiences that inspired their passion for their cause. Based on this information, create a brief biography or character sketch for the ideal leader to fight for one of the causes listed below.
  - Literacy Programs
  - Health Care Reform
  - Affirmative Action
- Read the poem by Rita Dove entitled *Rosa* and then create your own poem about one of the other leaders studied in this unit. Students may model their piece after Dove’s simplistic imagery.

#### **Evaluation**

After the discussion of these four individuals, ask students to theorize about whether or not the respective political or social movements would have been as effective without them.

- How did the leader’s commitment to non-violence impact the strength of the movement?
- Was the leader effective?